Queens Beach State School

Responsible Behaviour Plan for Students 2015-2017
based on The Code of School Behaviour

1. Purpose
Queens Beach State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review
Queens Beach State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken via surveys and meetings during our last Quadrennial School Review (QSR) and will also implement suggestions from our next QSR in Semester 2 2016. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013 - 2016 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C in October 2012, and was presented to the Assistant Regional Director for approval and was reviewed in 2015 as required in legislation. In 2015, Year 7s went to high school and our cluster’s consistency with School Wide Positive Behaviour assisted students in this transition as all schools have the same approach.

3. Learning and behaviour statement
All areas of Queens Beach State School are learning and teaching environments. We consider behaviour support to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our School Plan, a shared expectation for student behaviour is clear to everyone, assisting Queens Beach State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have common and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following Big 3 School Rules to teach and promote our high expectations and standards of responsible behaviour:
- Be safe;
- Be respectful; and
- Be responsible

NB Signage has been displayed around the school and in classrooms to promote these rules.

Our school rules have been agreed upon and endorsed by all staff and our school’s P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour
Universal Behaviour Support
The first step in facilitating standards of Positive Behaviour is communicating those standards to all students. At Queens Beach State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural
expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School-wide Expectations Teaching Matrix following outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>Whole School</th>
<th>Entering/Leaving School</th>
<th>Classroom</th>
<th>Eating Area</th>
<th>Playground</th>
<th>Toilets</th>
<th>Lining Up/Bus Line/Transition</th>
</tr>
</thead>
</table>
| **BE SAFE**  | • Keep your hands and feet to yourself.  
• Walk around the school.  
• Use words to solve problems.  
• Act calmly and sensibly. | • Use the pedestrian gates.  
• Use the crossing.  
• Follow bus rules.  
• Follow bike and road safety rules.  
• Wait safely to be picked up.  
• Let the car stop before getting in. | • Only be in a classroom with a teacher.  
• Use equipment safely.  
• Walk in the classroom.  
• Sit on the chairs correctly.  
• Ask for permission to leave the room. | • Sit safely while eating.  
• Sit in the correct area while eating.  
• Eat your own food and drinks.  
• Wear a hat in sunny areas.  
• Be calm and sensible. | • Wear shoes and a broad-brimmed hat.  
• Use playground and sports equipment safely.  
• Play in the correct play areas.  
• Walk on the concrete. | • Ask for permission to use the toilet.  
• Sign in and out during class time.  
• Be hygienic. | • Walk when moving around buildings.  
• Wait safely in line for your teacher.  
• Sit safely in covered area to wait for the bus.  
• Be calm and sensible. |
| **BE RESPECTFUL self and others** | • Treat others the way you want to be treated.  
• Follow adult directions.  
• Wear your school uniform everyday.  
• Use manners and appropriate language.  
• Care for the school.  
• Consider others. | • Keep noise to a minimum.  
• Hold sports equipment still near others.  
• Follow adult directions.  
• Care for school property and equipment.  
• Raise your hand to speak.  
• Listen to others.  
• Use polite language.  
• Use manners. | • Listen to the teacher’s directions when the bell rings.  
• Keep noise to a minimum.  
• Keep eating areas clean and tidy.  
• Ask for permission to leave the eating area during eating time. | • Take turns.  
• Share equipment.  
• Use positive language.  
• Look after equipment.  
• Follow the rules of the game. | • Use toilets properly.  
• Respect the privacy of others.  
• Respect the school property. | • Walk quietly around the school.  
• Line up quietly.  
• Keep noise to a minimum. |
Try your best.
Be honest.
Be responsible for your behaviour.
Follow the school rules.
Hand in phones and valuables to the office.
Leave toys at home.
Show pride in yourself and your school.
Use the pathways.

Wait in the under covered area until 8:15am.
Meet parents in the walkway.
Report to the office if you arrive late or need to leave early.
Work hard to complete set tasks.
Participate fully.
Be organised.
Have your equipment ready.
Care for your property & belongings.
Complete homework.
Be responsible for your learning.
Be responsible for your lunch box and containers.
Put your rubbish in the bin.
Return tuckshop boxes.
Order tuckshop before school.
Make healthy eating choices.
Leave money and valuables at home.

Be a good sport.
Be a problem solver.
Return equipment to trolleys.

Be a good sport.
Be a problem solver.
Return equipment to trolleys.

Return to class quickly.
Use water responsibly.
Report any damages.

Show sensible behaviour when not supervised by a teacher.
Have a drink and use the toilet during breaks.
Be in line before the second bell.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers; and
- Reinforcement of learning from behaviour lessons on School Assemblies (Parades) and during active supervision by staff during classroom and non-classroom activities.

Queens Beach State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
- School Behaviour Leadership Team members regularly provide information to staff and parents, and support to others in sharing successful practices;
- Comprehensive Induction Programs in the Queens Beach State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff;
- Individual Support Profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings; and
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1); and
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour
At Queens Beach State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Queens Beach State School - Positive Notices – The Five Keys to Success
We have acknowledged that there are 5 key areas to success – Confidence, Resilience, Organisation, Persistence and Getting Along. Colour coded reward keys have been produced which staff members hand out each day to students they observe demonstrating these strengths in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When students are given a key they drop the card in one of the designated collection points at the School administration block.

Each Wednesday we draw some keys out on Parade. These students are issued with a positive behaviour incentive – Years P-2 receives a voucher that can be redeemed at the Tuckshop. Years 3-6 earn a Friday afternoon Wii games session using our Interactive Whiteboards in the Computer Lab. Class teachers also use other acknowledgements of positive behaviours and record these in OneSchool.
Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour
When student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Student Needs Committee - Behaviour Support Team
Queens Beach State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Behaviour Support Team:
• works with other staff members to develop appropriate behaviour support strategies;
• monitors the impact of support for individual students through continuous data collection; and
• makes adjustments as required for the student, and works with the School Student Needs Committee to achieve continuity and consistency.

The Behaviour Support Team has a simple and quick referral system in place through The Student Needs Committee. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration / region-based behavioural support staff.

5. Emergency or critical incident responses
It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. Each year, all staff members will be reminded of the procedures for handling critical incidences and on the key personnel who can assist with restraining a student (if required). Although rarely used, restraint may need to be used if a Prep student is trying to leave the school grounds to go home.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies
Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).
Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member;
- posing an immediate danger to him/herself or to others or; and
- causing, or at risk of causing, serious property damage.

Appropriate physical intervention may be used to ensure that Queens Beach State School’s Duty of Care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation; and
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- minor property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented in OneSchool. The following records must be maintained:
- MyHR WH&S database via OnePortal; and OneSchool entry
- Debriefing Report for students and staff (Appendix 3).

6. Consequences for unacceptable behaviour
Queens Beach State School makes systematic efforts to prevent student problem behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Staff can nominate a student for a Thinking Room session (first play time) for unacceptable behaviour. All instances of unacceptable behaviour will be addressed under the Big 3 Rules / Make a better plan for next time and/or Code of Conduct.
Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens; and
- **Major** problem behaviour is referred directly to the school Administration team

**Minor** behaviours are those that:
- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion; and
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying;
  2. asks student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member may need to escort the student to Administration Team and will need to complete a OneSchool entry about the event.

**Major** problem behaviours may result in the following consequences:
- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence; Thinking Room session AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Student Needs Committee or Behaviour Support Teacher, or suspension from school; and
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

If a student requires Restraining, then only trained staff may participate in this Restraint Process unless the student’s life is in imminent danger. Trained Staff Members include Principal, Deputy Principal, School’s Officer – Grounds, BSM, Guidance Officer, Behaviour Support Teacher, and Special Education Teachers. Following an incident where a student requires Restraint, staff members, school community members, and/or student(s) will receive Debriefing via the Guidance Officer (if available) or the Administration Team. Students who have complex behaviours have an Individual Behaviour Support Plan which includes a Risk Management Plan.
### Behaviour Levels and Consequences

<table>
<thead>
<tr>
<th>BE SAFE</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
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<tbody>
<tr>
<td></td>
<td>running</td>
<td>minor physical aggression (kicking, hitting, rough play)</td>
<td>serious physical aggression (fighting, punching, biting)</td>
</tr>
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<td></td>
<td>rocking on chair</td>
<td>dangerous actions</td>
<td>highly dangerous or damaging actions</td>
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<tr>
<td></td>
<td>touching others</td>
<td></td>
<td>threats of violence against teachers or students</td>
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<tr>
<td></td>
<td>no hat or shoes</td>
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<tr>
<td></td>
<td>out-of-bounds</td>
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<tr>
<td></td>
<td>sharing food/money</td>
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<table>
<thead>
<tr>
<th>BE RESPECTFUL</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>self and others</td>
<td>damaging equipment, gardens, furniture</td>
<td>minor vandalism</td>
<td>major vandalism</td>
</tr>
<tr>
<td></td>
<td>being loud/noisy</td>
<td>swearing</td>
<td>swearing at others</td>
</tr>
<tr>
<td></td>
<td>no uniform</td>
<td>back chatting</td>
<td>bullying</td>
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<tr>
<td></td>
<td>wearing jewellery</td>
<td>being rude to adults</td>
<td>non-physical intimidation or harassment (stare, following, warning gestures)</td>
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<td></td>
<td>not using manners</td>
<td>name calling</td>
<td></td>
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<tr>
<td></td>
<td>disobeying instructions</td>
<td>rude/inappropriate actions</td>
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<tr>
<td></td>
<td>littering</td>
<td>disobedience</td>
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<thead>
<tr>
<th>BE RESPONSIBLE</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
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<tbody>
<tr>
<td>self</td>
<td>no homework</td>
<td>not telling the truth</td>
<td>inappropirate use of internet, media or phone</td>
</tr>
<tr>
<td></td>
<td>being late</td>
<td>disrupting learning</td>
<td>stealing</td>
</tr>
<tr>
<td></td>
<td>disobeying school rules</td>
<td>disobedience</td>
<td></td>
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<tr>
<td></td>
<td>wasting learning time</td>
<td>incorrect use of internet</td>
<td></td>
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<tr>
<td></td>
<td>disrupting others</td>
<td>incorrect use of social media</td>
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<td></td>
<td>incomplete work</td>
<td>using a mobile phone at school</td>
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<td></td>
<td>possession of phone or valuables</td>
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<tr>
<td></td>
<td>possession of toys or collectables</td>
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<thead>
<tr>
<th>POSSIBLE CONSEQUENCES</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
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</thead>
<tbody>
<tr>
<td>rule reminder - verbal or written</td>
<td>OneSchool entry - minor</td>
<td>OneSchool entry - major</td>
<td></td>
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<tr>
<td>pick up litter</td>
<td>possible contact with parents/carers</td>
<td>Referral to Deputy and/or Principal</td>
<td></td>
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<tr>
<td>speeding fine</td>
<td>possible contact with Deputy and/or Principal</td>
<td>Parents/Carers contacted</td>
<td></td>
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<tr>
<td>apology</td>
<td>withdrawal to another class or office</td>
<td>Suspension</td>
<td></td>
</tr>
<tr>
<td>no play</td>
<td>lunchtime litter duty</td>
<td>Exclusion</td>
<td></td>
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<tr>
<td>confiscation – teachers may ask students to place items on teacher's table to be collected at 2:45p.m. or take an item to the Office where a parent will collect it a.s.a.p.</td>
<td>missing out on play/privileges /excursion</td>
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<td>redo</td>
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<td></td>
<td></td>
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<tr>
<td>untidy work</td>
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<td></td>
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<td>using quiet voice</td>
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<tr>
<td>go back and walk</td>
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<tr>
<td>lunchtime practice</td>
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<tr>
<td>lining up</td>
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<tr>
<td>keeping classroom tidy</td>
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<td></td>
<td></td>
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<tr>
<td>finishing school work</td>
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<td></td>
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<tr>
<td>homework</td>
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Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour
At Queens Beach State School staff members who are authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

7. Network of student support
Students at Queens Beach State School are supported through positive reinforcement (School-Wide PositiveBehaviour Program (i.e. Positive Behaviour Learning) and a system of universal, targeted, and intensive behaviour supports by:

- Parents;
- Teachers;
- Support Teacher: LaN;
- Administration Staff;
- Guidance Officer;
- Senior Guidance Officer;
- School Chaplain (also a qualified Youth Worker);
- Special Education Teachers;
- Behaviour Support Teacher;
- School Police Liaison Officer; and
- The Student Needs Committee.

Support is also available through the following government and community agencies:

- Child and Youth Mental Health (Whitsunday Health Service);
- Queensland Health (Mackay);
- Department of Communities, Child Safety and Disability Services;
- Neighbourhood Centre (Bowen);
- Relationships Australia for Family Counselling and Support;
- Queensland Police Service (Cyber Bullying Support via PCYC); and
- Girudala Co-Operative Society Ltd. (Bowen).

8. Consideration of individual circumstances
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Queens Beach State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students;
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
• recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state; and
• recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time;
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
  o receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

• Commonwealth Disability Discrimination Act 1992;
• Commonwealth Disability Standards for Education 2005;
• Education (General Provisions) Act 2006;
• Education (General Provisions) Regulation 2006;
• Criminal Code Act 1899;
• Anti-Discrimination Act 1991;
• Commission for Children and Young People and Child Guardian Act 2000;
• Judicial Review Act 1991;
• Workplace Health and Safety Act 1995;
• Workplace Health and Safety Regulation 1997;
• Right to Information Act 2009; and
• Information Privacy (IP) Act 2009

10. Related policies

Safe Supportive and Disciplined School Environment

Inclusive Education

Enrolment in State Primary, Secondary and Special Schools

Student Dress Code

Student Protection
http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx

Hostile People on School Premises, Wilful Disturbance and Trespass

Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions

Acceptable Use of Department's Information Communication and Technology (ICT) Network and Systems

Managing Electronic Identities and Identity Management

Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
NB There is a Policy of Non-Confiscation for non-dangerous items. All valuables must be handed into the Office on arrival at school including mobile phones. Dangerous items are retained for collection by an adult member of the student’s family.

Temporary Removal of Student Property by School Staff

11. Some related resources
- Bullying, No Way!
- School-Wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Mary Franklin  Carrie Collison  Melissa Jackson
Principal  P&C Executive Member  Assistant Regional Director
Appendix 1

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, hand held gaming devices, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be held by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in further disciplinary actions.

Safe Keeping
Permitted personal technology devices used contrary to this policy on school premises will be kept in the Security Room by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be kept at the Office. Personal technology devices may be accessed at morning tea and lunch breaks and before and after school for any messages.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Queens Beach State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the
purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or;
- disseminating material (through text messaging, display, internet uploading etc.); and/or
- knowingly being a subject of a recording.
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

**Purpose**

1. Queens Beach State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
   - raising achievement and attendance;
   - promoting equality and diversity; and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Queens Beach State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Queens Beach State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture;
   - disability;
   - appearance or health conditions;
   - sexual orientation;
   - sexist or sexual language; and
   - young carers or children in care.

5. At Queens Beach State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

6. Students must not bring valuable personal technology devices like cameras, hand held gaming devices, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be held by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in further disciplinary actions.

7. Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and kept at the Office. Personal technology devices may be accessed at morning tea and lunch breaks and before and after school.

**Rationale**

8. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including
bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

9. The anti-bullying procedures at Queens Beach State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

10. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour;
   - All students know the Big 3 School Rules and have been taught the expected behaviours attached to each rule in all areas of the school;
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms;
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school; and
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

11. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

12. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

13. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Queens Beach State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

15. Queens Beach State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention;
- Prevent the future use of physical intervention; and
- Address organisational problems and make appropriate changes.

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:
- Who was involved;
- What happened;
- Where it happened;
- Why it happened; and
- What we learned.

The specific questions we want to answer through the debriefing process are:
- FACTS: what do we know happened?;
- FEELINGS: how do you feel about the event that happened?; and
- PLANNING: what can/should we do next?

Questions for staff
- What were the first signs?;
- What de-escalation techniques were used?;
- What worked and what did not?;
- What would you do differently next time?;
- How can physical intervention be avoided in this situation in the future?;
- What emotional impact does using physical intervention have on you?; and
- What was you emotional state at the time of the escalation?

Questions for student
- What was it that you needed?;
- What upset you most?;
- What did we do that was helpful?;
- What did we do that got it that way?;
- What can we do better next time?;
- Is there anything that you would do differently?;
- Would you do something differently next time?; and
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.